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tion to the great variety of topics of primary importance discussed in Dr. McTaggart's book. To the charm of its style and its fertility in searching and happy aphorisms I am conscious that I have done no justice at all. I can only take leave of the volume by most earnestly recommending it to all who are sufficiently interested in the most fundamental questions of religion to desire to think clearly about them. Whether one agrees with Dr. McTaggart's conclusions or not, the candor with which they are stated and the vigor and ingenuity with which they are argued gives his book a quite exceptional value as a provocative of thought.

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Experimental Psychology, a Manual of Laboratory Practice. By EDWARD BRADFORD TITCHENER. Vol. II, Quantitative Experiments. New York, The Macmillan Co., 1905. Part I, Student's Manual, pp. xli, 208; Part II, Instructor's Manual, pp. clxxi, 453.

The qualitative volume of Professor Titchener's *Experimental Psychology*, which appeared in 1901, has already been noticed in the REVIEW (Vol. X, pp. 645 ff.). The present volume completes the work, which is from every point of view a *magnum opus*. The author's purpose throughout has been to treat certain selected experiments fully rather than to list a great number. In the 400 pages of the two Student's Manuals we have, accordingly, sixty-four major experiments (thirty-seven qualitative and twenty-seven quantitative) carefully described, with explanation of apparatus, full directions for execution, and many suggestions for further thought and study. In the corresponding Instructor's Manuals we have set forth at length all the technical background of knowledge that an instructor ought to possess who would give such a course adequately. Professor Titchener may congratulate himself not only on having completed a long and arduous labor, but also upon having produced a veritable bible for his experimental colleagues.

The Student's Manual of the present quantitative volume begins with a prefatory note of Suggestions to Students, after which follows a forty-page introduction on Mental Measurement. The body of the work is divided into four chapters. The first (pp. 1-37) deals with twelve preliminary experiments, five auditory (highest and lowest audible tones, least audible intensity of sound), three dermal (least discernible pressure), and four, following an exposition of Weber's Law, roughly demonstrative of that law in the case of brightnesses and lifted weights. Chapter II (pp. 38-119) is concerned with the

Metric Methods, and covers eleven experiments. After a seventeen-page exposition of the Law of Error, the Method of Limits (Method of Just Noticeable Differences or Method of Minimal Change) is taken up, with experiments on the difference limen for brightness and for tone. Then follows the Method of Average Error, illustrated with visual estimations of extent, and, after the two subordinate methods of Equivalents and of Equal Sense Differences (Mean Gradation), the Method of Constant Stimuli (Right and Wrong Cases), with experiments on dermal discrimination with Weber's compasses, arm movements, intensity of sounds, and lifted weights. Chapter III (pp. 120-195), devoted to Reaction Experiments, is introduced by a general account of electrical instruments and their use in the psychological laboratory, especially the Hipp chronoscope. The experiments cover the three types of simple reaction; reaction with discrimination, cognition and choice, and association times. Chapter IV (pp. 196-198), a very short one with a single experiment requiring the reproduction of a time interval, brings the volume to a close, with the exception of the list of Materials Required and the full indexes.

The Instructor's Manual follows the same order of topics, but of course much more exhaustively, and with much more of suggestion in various directions. The introduction (158 pages), on the Rise and Progress of Quantitative Psychology, gives a critical history of psychophysics from Weber and Fechner onward, with many citations from the principal authors in the original tongues. A special historical section is also given to each of the metric methods by itself. Nowhere in English can anything like so full an account of the whole matter be found as in these two manuals of Titchener's; and nowhere in any other language except in the *Methodik* of G. E. Müller, by whom Titchener has been largely influenced, and whose results have been embodied in the present work. A fifth chapter in the Instructor's Manual, beyond the four corresponding to those of the Student's part, takes up the Range of Quantitative Psychology, and gives some account of typical experiments lying in other fields than those of psychophysics. Three appendices, with a list of materials and the indices, complete the volume. The appendices deal with Examination Questions, Books and Periodicals (including a list of fifty books, which, together with a similar list in the qualitative Instructor's Manual, make up the tale of the author's 'hundred best books' — from the point of view of the experimental laboratory), and, lastly, with firms recommended for the Supply of Psychological Apparatus.

The chapters thus outlined are filled in with a thoroughness and

fullness of detail worthy of Helmholtz in the *Optik*. Criticism of the subject matter, if criticism is to be made, would be an occasion for siege operations and not for a skirmish ; and it is hardly worth while here to point out such small and hypothetical betterments as may have occurred to the reviewer. The author's expositions are everywhere clear, his arrangement good, and he has succeeded, in the reviewer's belief, in the by-no-means-small feat of making the quasi-mathematical portions of the work simple enough for the non-mathematical student.

Criticism from the pedagogical point of view is, perhaps, another matter, in particular with reference to the appropriateness of such a course for undergraduate students. And here the reviewer is inclined to dissent. Even if students be required, as is very likely the author's intention, to perform certain selected experiments and not the whole list, the question remains whether the time of an undergraduate cannot be better spent than in such intensive cultivation of so narrow a field. A half-year's laboratory work is a good part of a student's undergraduate course, and psychophysics, however important, is but a small part of a small part of psychology as a whole. With a graduate student, in training for a career as an experimentalist, the case would be in many respects different, though here again objections of other sorts suggest themselves.

The ideal laboratory course for undergraduates is something that we are drawing near to by approximations. Professor Titchener has brought us much nearer to it than we have ever been before, but has, perhaps, a trifle overshot the mark. This, however, is a slight matter in comparison with the importance of his present contribution to experimental psychology in general.

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L'idéalisme contemporain. Par LÉON BRUNSCHVIG. Paris, Félix Alcan, 1905.—pp. 185.

This volume is made up of a series of articles which have already appeared in the *Revue de Métaphysique et de Morale*, with an additional chapter which gives the title to the book and forms the natural conclusion of the various discussions. In the first chapter on "Spiritualisme et sens commun," the author purposes to show how common sense, which has always been in bondage to words, may free itself and exchange its materialistic form of spiritualism for a form which is truly spiritualistic. "De quelques préjugés contre la philosophie" is an